

Student Oral Reports

Grades 9-12, Lesson 14

Student Learning Objectives

The student will be able to ...

1. identify local resources for information about sexual and reproductive health and for obtaining health care (e.g., family planning clinics, STD testing and treatment centers, sexual violence programs).
2. determine the services each resource does and does not offer.
3. evaluate the accessibility to teens of services that enhance health.
4. access valid and reliable health products and services.

Agenda

1. Convey the purpose of the lesson and enthusiasm for students' teaching one another about local resources.
2. Use student teams' oral research reports to help their classmates understand the resources available to them locally and by phone and Internet including:
 - a. what services they do and do not offer,
 - b. how teen-friendly and culturally appropriate they are, and
 - c. how they can be accessed.
3. Help the class to discuss and analyze the findings of their research.
4. Offer students a final opportunity to write anonymous questions to be answered in tomorrow's class.

This lesson was most recently edited on January 20, 2011.

Materials Needed

Student Materials

- **Research Report Instructions** (from Lesson 1, page 14 – one copy per student)

Classroom Materials

- Lap top and projector (if you offered that students could bring flash drives with PowerPoint presentations to augment their oral reports)
- **Research Project Grading Form** (one copy per team for teacher to use while watching reports)

Teacher Preparation

Well in advance ...

- **Gather information about local services** in case the student researchers provide too little content for classmates.
 - What services do they provide? Are they offered confidentially?
 - Do they charge? Are bills sent to young people's homes? insurers?
 - How does one make an appointment? Where are they located?

In [many parts of the United States](#), you will be able to gather a good deal of information using the 2-1-1 call center system. Find your local call center, if there is one, at www.211.org.

- **Review the section of this binder about making referrals**, on pages 16-17 of the "Important Reading for Teachers" section of this curriculum, or online at www.kingcounty.gov/health/FLASH. Click on "High School FLASH" and then "Important Reading for Teachers"). This lesson is designed to educate students about self-referring for various social and health services. They still may turn to you for assistance.

The day before the lesson ...

- **Make copies** of Materials Needed (see above).

Standards

National Health Education Standard:

- **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.
 - Performance Indicator 3.12.1** Evaluate the validity of health information, products, and services.
 - Performance Indicator 3.12.2** Use resources from home, school, and community that provide valid health information.
 - Performance Indicator 3.12.3** Determine the accessibility of products and services that enhance health.
 - Performance Indicator 3.12.5** Access valid and reliable health products and services.

Washington State Health Education Standard:

- **Essential Academic Learning Requirement (EALR) 3:** The student analyzes and evaluates the impact of real-life influences on health.
 - Component 3.2:** Evaluates health and fitness information.
 - Grade Level Expectations (GLE) 3.2.1:** Evaluates health and fitness information, products, and services.

Activities

NOTE: Instructions to you are in regular font. A suggested script is in *italics*. Feel free to modify the script to your style and your students' needs.

1. Convey the purpose of the lesson and enthusiasm for students' teaching one another about local resources.

Say: This is a chance for you to teach each one another what you learned in the course of your research. I'm turning the class over to you, today, to give your own perspectives about

- a. whether these local resources were easy or hard to find and get to,*
- b. how they treated you when you called and when you arrived,*
- c. what teens can go there for and what it costs, and so forth.*

You're the best judges of which services you will actually use or recommend to your classmates. They're counting on you for accurate and complete information and for your opinions, too.

I'll be looking for these things during your oral research reports (write them on the screen or white board as you say them):

- a. Did you answer (accurately) all the questions you were supposed to address?*
- b. Did you describe the experience? (what it felt like to visit that particular agency; whether you would actually use or recommend it).*
- c. Did you bring back evidence of the visit? (for example, a brochure, a business card, a poster)*
- d. Did you speak clearly, loudly, and without having to read the written report word-for-word? Did you answer students' questions?*

I will listen for these things, but know that, mostly, I'm excited about what you have to teach. You're about to give each other something I can't give you: another teen's perspective. So thank you in advance.

2. Use student teams' oral research reports to help their classmates understand the resources available to them locally and by phone and Internet. Each of the reports should take 2-4 minutes. Altogether, fourteen reports could take 28-56 minutes, or as much as 75 minutes, allowing a minute or two of time to set up in between each report.

If some oral reports need to spill into tomorrow's lesson, that's fine. Lesson 15 is a day of "Q&A" – a chance to wrap up the unit by responding and/or having students respond to the anonymous questions they wrote starting on day one of the unit. That lesson may need to flex, depending upon how much time you have for it. More about that in the next lesson plan.

3. Help the class to discuss and analyze the findings of their research.

Questions for discussion include:

- a. What surprised you about what people reported?
- b. Was there anything people reported that you'll tell your friends or family?

- c. Among all those who gave reports, have we covered all the sexual and reproductive information sources and health care providers a teen might need? What did we miss?
 - d. Describe what a teen would do if they needed an HIV or other STD test in our town?
 - e. Describe what they could do if they'd been raped?
 - f. Describe how a person could get condoms in our area?
 - g. What about other birth control?
 - h. Prenatal care, an adoption agency or an abortion?
 - i. What do you especially want to remember about what people reported today?
4. Offer students a final opportunity – if time allows -- to write anonymous questions to be answered in tomorrow's class.

Related Activities for Integrated Learning

ART

Make a map of the community, with images for the sexual and reproductive health resources teens should know about.

LANGUAGE ARTS

- Write a thank you letter to those you interviewed.
- Write a letter to the editor or a comment on your community newspaper's blog regarding how teen-friendly (or not) you found local services to be.
- Write text-messages to 3 friends or relatives encouraging them to use services you learned about in class or discouraging them if the reporter found the organization unhelpful or unfriendly.

CIVICS

Call or write a local or state elected official to let them know what you learned. What organizations should they start to fund or continue funding, in your opinion? Why? What gaps are there in services for teens that they should know about?

Research Project Grading Form

NAMES: _____ DATE: _____

TOPIC: _____

NAME AND AFFILIATION OF THE INDIVIDUAL WHO WAS INTERVIEWED:

POINTS

Did the “reporter” answer (accurately) all the questions they were supposed to address? (up to 50 points)

COMMENTS:

Did the “reporter” describe the *experience*? (what it felt like to visit that particular agency; whether they would actually use or recommend it). (up to 10 points)

COMMENTS:

Did the “reporter” bring back evidence of the visit? (for example, a brochure, business card, poster, etc.) (up to 20 points)

In the **oral** report, did the “reporter” speak clearly, loudly, and without having to read the written report word-for-word? Did he or she answer students’ questions? (up to 10 points)

COMMENTS:

Was the **written** report legible and organized? Did the “reporter” use complete sentences? Did he or she punctuate and capitalize correctly? (up to 10 points)

COMMENTS:

TOTAL POINTS = _____